



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

13335 West Missouri, Litchfield, AZ 85340

Litchfield Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Kristena L. Vanica
Schedule : 07:30 AM to 03:30 PM
Grades : K-5
Web Address : lesd.k12.az.us
Phone Number : (623) 547-1200
Fax Number : (623) 547-4770
E-mail : vanica@lesd.k12.az.us

Mission

Dreaming Summit Elementary School supports the Litchfield School District's mission of 'A Stronger Mind for a Stronger Future'

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 N/A

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To increase student achievement in grades K-5 as measured by AIMS and Terra Nova.
- ü To develop a before school tutoring program that addresses the needs of struggling students.
- ü To increase the effective use of technology inside and outside the classroom through integration and technology based projects.
- ü To identify the unique academic needs of all students and develop programs to encourage higher order thinking and problem solving skills.

Enrollment

October 1, 2005 School Year Student Enrollment : 866
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 52

Instructional Programs

- ü Gifted and Talented Program 3-5th grade
- ü Differentiated Instruction
- ü Foundations
- ü Wilson Reading Program
- ü ELL Program
- ü Special Education Program
- ü Spalding / Guided Reading 4 Block model
- ü Excel Mathematics

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/7/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

At Dreaming Summit, we communicate to our parents our high academic standards, our positive school climate and our expectations for a safe learning environment. We communicate through the Student / Parent Handbook, agendas, school webpage, newsletter, grade and progress reports, conferences (initiated by our administrators, staff, or parents,) the PTSA (Parent, Teacher, Student Association), Ambassador of Good Will and student community service programs.

Parents

Dreaming Summit expects parents to send their children to school as required by Arizona State Statute. We expect parents to discuss with their children the rules and regulations in the Student/ Parent Handbook. Communication between home and school is essential in providing the best educational opportunities for children. Dreaming Summit expects parents to work in partnership with the staff to create a climate where all children reach their potential.

Transportation Policy

The Litchfield School District provides transportation to students living beyond a one mile radius of the school site. Children using transportation are expected to follow the rules of good bus behavior. Special education transportation is provided on a case by case basis.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü KNIX Teacher of the Week	2005
ü Pride Award Teacher of the Year	2005
ü Westside Impact Teacher of the Year	2005
ü Wells Fargo and Walmart Grants	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	166	903	80010	99	100	99	448	456	447	8	6	10	14	12	18	64	61	53	14	21	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	458	38935	100	100	99	453	457	447	4	4	9	12	11	19	70	63	55	14	21	17
Male	83	445	40974	99	100	98	443	455	448	12	8	11	16	13	18	59	58	52	13	21	19
African American	20	92	4201	100	100	99	436	440	430	15	12	17	5	15	23	75	61	51	5	12	9
Hispanic	66	264	34545	100	100	99	434	441	432	14	8	14	17	17	24	61	64	53	9	10	9
Asian/Pacific Islander	NC	45	2068	NC	100	99	NC	461	474	NC	2	4	NC	16	10	NC	60	50	NC	22	36
American Indian/Alaskan Native	NC	11	3979	NC	100	96	NC	446	424	NC	9	17	NC	9	30	NC	64	47	NC	18	6
White	71	491	35142	99	99	99	465	467	465	1	4	5	10	8	11	68	59	56	21	29	28
Students with Disabilities	19	117	10161	95	100	93	403	426	419	47	29	28	11	19	28	37	39	36	5	13	8
Students without Disabilities	147	786	69849	100	100	100	454	461	451	3	3	7	14	11	17	68	64	56	15	22	19
Limited English Proficient Students	23	72	14013	100	100	97	404	415	413	26	18	24	48	36	34	26	46	39	NA	NA	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	45	239	39029	100	100	98	427	438	432	16	13	14	20	19	25	58	57	52	7	11	9
Non-Economically Disadvantaged	121	664	40981	99	100	100	456	463	462	5	4	6	12	10	13	67	62	54	17	25	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	166	905	79438	99	100	98	450	461	451	14	8	9	14	17	24	63	62	56	9	13	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	460	38775	100	100	99	462	470	457	7	5	7	14	14	22	65	65	58	13	17	13
Male	83	445	40560	99	100	97	439	451	446	20	11	12	14	20	25	60	60	54	5	10	9
African American	20	92	4178	100	100	98	446	446	439	15	13	13	20	21	29	55	57	52	10	10	6
Hispanic	66	264	34297	100	100	98	432	446	434	23	12	14	17	22	31	58	59	50	3	7	5
Asian/Pacific Islander	NC	45	2063	NC	100	99	NC	461	475	NC	7	3	NC	16	15	NC	69	63	NC	9	20
American Indian/Alaskan Native	NC	11	3940	NC	100	95	NC	448	429	NC	NA	14	NC	36	36	NC	64	47	NC	NA	3
White	71	493	34887	99	100	98	470	472	471	6	5	4	8	13	15	70	64	63	15	18	18
Students with Disabilities	19	118	9588	95	100	88	395	417	416	47	36	30	21	25	32	32	35	34	NA	5	5
Students without Disabilities	147	787	69850	100	100	100	457	467	456	10	4	7	14	15	23	67	66	59	10	15	12
Limited English Proficient Students	23	72	13856	100	100	96	376	403	407	61	33	27	26	38	43	13	28	29	NA	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	45	239	38685	100	100	97	414	437	435	29	16	14	20	23	32	51	54	50	NA	6	5
Non-Economically Disadvantaged	121	666	40753	99	100	99	464	470	467	8	5	5	12	14	16	67	65	62	12	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	166	901	79971	99	100	99	421	436	423	9	6	8	42	36	41	47	50	49	2	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	458	38974	100	100	99	447	458	437	1	2	5	30	27	33	65	59	57	4	13	4
Male	83	443	40895	99	100	98	394	413	410	17	12	10	54	45	47	29	41	41	NA	2	2
African American	20	92	4203	100	100	99	410	423	411	5	4	11	55	47	45	40	43	43	NA	5	2
Hispanic	66	261	34481	100	100	99	411	426	410	14	9	10	47	41	46	35	43	43	5	7	1
Asian/Pacific Islander	NC	45	2067	NC	100	99	NC	435	449	NC	9	4	NC	24	28	NC	58	60	NC	9	8
American Indian/Alaskan Native	NC	11	3995	NC	100	96	NC	433	409	NC	NA	10	NC	36	47	NC	64	42	NC	NA	1
White	71	492	35150	99	100	99	435	443	437	4	5	5	35	32	35	61	54	56	NA	8	5
Students with Disabilities	19	117	10258	95	100	94	350	380	377	42	27	23	32	40	51	26	31	25	NA	2	1
Students without Disabilities	147	784	69713	100	100	100	430	443	429	5	3	5	44	35	39	50	53	52	2	9	3
Limited English Proficient Students	23	71	13985	100	99	97	356	381	382	35	23	18	52	48	54	13	30	27	NA	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	45	237	38994	100	99	98	394	420	409	18	10	10	56	45	47	27	40	41	NA	5	1
Non-Economically Disadvantaged	121	664	40977	99	100	100	430	441	437	6	5	5	37	33	34	55	53	56	2	9	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	901	80147	100	100	99	485	495	482	7	7	11	13	12	17	57	49	49	22	32	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	465	39281	100	100	99	489	497	483	6	6	9	10	10	17	63	52	50	21	32	24
Male	68	434	40780	100	100	98	482	494	482	9	7	12	16	14	17	51	46	48	24	32	24
African American	15	72	4249	100	100	99	469	476	464	20	15	17	13	13	22	47	50	48	20	22	13
Hispanic	48	276	33494	100	100	99	473	479	466	4	9	15	21	21	23	65	50	49	10	21	14
Asian/Pacific Islander	NC	45	2103	NC	100	99	NC	527	515	NC	2	4	NC	2	8	NC	42	44	NC	53	45
American Indian/Alaskan Native	NC	11	4117	NC	92	96	NC	494	456	NC	18	19	NC	NA	27	NC	73	46	NC	9	8
White	69	495	36122	100	100	99	496	504	501	6	4	5	7	8	10	57	49	50	30	38	35
Students with Disabilities	20	108	10295	100	99	92	445	442	443	25	32	33	30	28	26	40	31	33	5	9	8
Students without Disabilities	118	793	69852	100	100	100	492	502	488	4	3	7	10	10	16	60	52	51	25	35	26
Limited English Proficient Students	20	73	12722	100	100	97	448	450	441	10	15	27	35	27	33	55	52	37	NA	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	46	236	38371	100	99	97	465	472	465	9	10	15	28	23	23	50	52	49	13	16	13
Non-Economically Disadvantaged	92	665	41776	100	100	100	495	504	498	7	6	6	5	8	11	61	49	49	27	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	901	79686	100	100	98	471	481	470	12	8	11	22	18	24	59	63	57	7	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	465	39163	100	100	99	477	487	475	9	5	9	19	14	22	63	68	60	10	12	10
Male	68	434	40438	100	100	97	464	474	465	16	11	13	25	22	25	54	58	54	4	9	7
African American	15	71	4228	100	99	98	466	470	458	20	17	15	27	17	28	40	59	53	13	7	4
Hispanic	48	276	33299	100	100	98	453	461	452	21	14	17	25	24	32	52	57	47	2	5	3
Asian/Pacific Islander	NC	45	2097	NC	100	99	NC	504	490	NC	2	5	NC	9	13	NC	69	68	NC	20	14
American Indian/Alaskan Native	NC	12	4087	NC	100	96	NC	478	446	NC	8	16	NC	17	38	NC	67	44	NC	8	2
White	69	495	35914	100	100	98	484	491	489	4	4	5	19	16	15	68	67	67	9	14	14
Students with Disabilities	20	107	9808	100	98	87	431	426	432	35	38	35	40	36	32	25	23	30	NA	3	3
Students without Disabilities	118	794	69878	100	100	100	478	488	475	8	4	8	19	15	23	64	69	61	8	12	9
Limited English Proficient Students	20	73	12594	100	100	96	416	428	422	50	30	34	35	41	45	15	29	21	NA	NA	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	46	236	38095	100	99	97	451	457	452	24	16	17	28	27	32	43	53	48	4	4	3
Non-Economically Disadvantaged	92	665	41591	100	100	99	481	489	486	7	5	6	18	15	16	66	67	65	9	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	901	80372	100	100	99	474	491	475	5	2	4	28	22	30	65	71	64	1	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	70	466	39452	100	100	99	495	504	488	1	1	3	19	15	22	77	78	72	3	6	3
Male	67	433	40836	100	100	98	452	476	464	9	4	6	39	30	37	52	64	56	NA	2	1
African American	15	71	4264	100	99	99	477	476	465	7	4	5	20	28	35	73	68	59	NA	NA	1
Hispanic	48	277	33608	100	100	99	465	477	462	4	4	6	42	30	36	54	63	57	NA	3	1
Asian/Pacific Islander	NC	45	2098	NC	100	99	NC	510	500	NC	NA	2	NC	7	16	NC	84	75	NC	9	7
American Indian/Alaskan Native	NC	12	4128	NC	100	97	NC	498	464	NC	NA	4	NC	25	39	NC	75	56	NC	NA	1
White	68	494	36213	100	100	99	478	498	489	6	2	2	21	18	22	72	75	72	1	5	3
Students with Disabilities	19	107	10526	95	98	94	406	435	427	26	10	15	63	61	53	11	29	31	NA	NA	1
Students without Disabilities	118	794	69846	100	100	100	485	498	482	2	1	3	23	17	26	74	77	69	2	5	2
Limited English Proficient Students	20	73	12747	100	100	97	426	438	432	10	11	12	75	49	52	15	38	36	NA	1	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	46	237	38521	100	100	98	462	471	461	7	5	6	41	32	38	52	60	55	NA	2	1
Non-Economically Disadvantaged	91	664	41851	100	100	100	480	498	489	4	2	3	22	18	22	71	75	72	2	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	861	79306	100	100	99	506	522	504	14	9	13	14	12	20	50	52	49	22	28	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	415	38845	100	100	99	504	520	505	11	8	11	18	13	20	51	53	50	20	26	18
Male	66	445	40383	100	100	98	509	523	504	17	9	14	9	11	19	50	50	47	24	29	19
African American	17	63	4171	100	100	98	508	500	485	18	19	20	12	14	26	41	52	44	29	14	10
Hispanic	52	273	32673	100	100	99	493	507	487	21	12	18	19	18	25	44	51	46	15	19	10
Asian/Pacific Islander	NC	41	2147	NC	100	99	NC	540	539	NC	NA	5	NC	12	10	NC	39	46	NC	49	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	63	478	36234	100	99	99	517	532	523	8	6	6	8	9	13	59	53	52	25	33	28
Students with Disabilities	12	75	10286	100	100	91	465	465	462	33	43	41	33	25	27	25	25	27	8	7	5
Students without Disabilities	125	786	69020	100	100	100	510	526	510	12	5	9	12	11	18	53	54	52	23	30	21
Limited English Proficient Students	11	43	10291	100	100	96	434	463	458	91	42	38	NA	19	34	9	37	26	NA	2	2
Migrant Students	NC	NC	630	NC	NC	95	NC	NC	478	NC	NC	24	NC	NC	27	NC	NC	43	NC	NC	6
Economically Disadvantaged	54	236	37437	100	98	97	492	498	486	26	17	19	17	17	26	41	51	46	17	15	9
Non-Economically Disadvantaged	83	625	41869	100	100	100	516	531	521	6	5	7	12	10	14	57	52	51	25	32	27

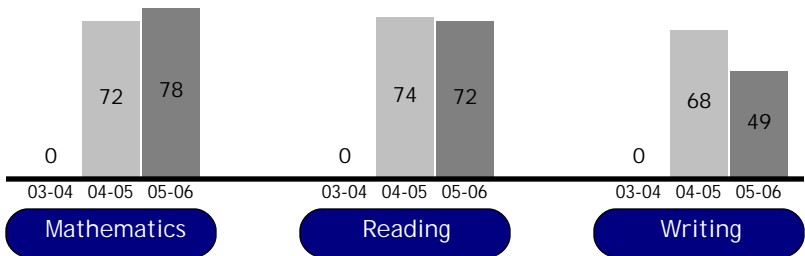
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	861	79000	100	100	98	500	502	489	9	5	10	17	18	24	63	64	58	12	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	414	38774	100	100	99	504	507	494	7	4	7	15	15	22	68	67	61	10	14	10
Male	66	446	40150	100	100	98	496	498	485	11	7	12	18	20	25	58	62	55	14	11	8
African American	17	63	4153	100	100	98	508	492	476	12	10	13	12	22	30	65	62	53	12	6	4
Hispanic	52	273	32508	100	100	98	481	487	472	12	8	15	27	27	33	52	56	49	10	8	3
Asian/Pacific Islander	NC	41	2142	NC	100	99	NC	512	510	NC	NA	4	NC	2	14	NC	88	67	NC	10	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	63	478	36135	100	99	98	514	513	508	6	3	4	11	13	14	68	68	67	14	16	15
Students with Disabilities	12	74	9991	100	99	88	462	450	449	25	28	33	42	41	36	25	28	29	8	3	2
Students without Disabilities	125	787	69009	100	100	100	504	507	495	7	3	6	14	16	22	66	68	62	12	13	10
Limited English Proficient Students	11	43	10199	100	100	95	423	440	439	55	28	35	45	58	47	NA	14	18	NA	NA	0
Migrant Students	NC	NC	629	NC	NC	95	NC	NC	457	NC	NC	22	NC	NC	41	NC	NC	37	NC	NC	1
Economically Disadvantaged	54	237	37234	100	98	97	478	481	472	19	12	15	28	29	33	44	52	50	9	7	3
Non-Economically Disadvantaged	83	624	41766	100	100	99	514	510	505	2	3	5	10	14	16	75	69	65	13	15	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	137	863	79611	100	100	99	505	520	496	7	4	7	36	27	37	57	68	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	416	39016	100	100	99	519	534	511	6	3	4	23	18	29	70	79	66	1	1	1
Male	66	446	40519	100	100	98	491	506	482	8	5	10	50	36	44	42	59	46	NA	0	0
African American	17	63	4188	100	100	98	492	506	486	18	11	9	24	24	40	59	65	50	NA	NA	0
Hispanic	52	275	32855	100	100	99	485	507	481	8	5	10	48	34	43	44	61	47	NA	NA	0
Asian/Pacific Islander	NC	41	2149	NC	100	100	NC	551	519	NC	NA	4	NC	7	24	NC	90	70	NC	2	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	63	478	36380	100	99	99	524	527	511	3	3	4	32	25	30	63	72	65	2	1	1
Students with Disabilities	12	76	10664	100	100	94	464	456	440	17	20	23	50	51	54	33	29	22	NA	NA	1
Students without Disabilities	125	787	68947	100	100	100	509	525	504	6	2	4	34	25	34	59	72	61	1	1	1
Limited English Proficient Students	11	43	10362	100	100	97	404	446	438	27	16	22	73	63	57	NA	21	21	NA	NA	NA
Migrant Students	NC	NC	636	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	47	NC	NC	38	NC	NC	0
Economically Disadvantaged	54	238	37626	100	99	98	469	493	479	15	8	10	50	40	45	35	51	45	NA	NA	0
Non-Economically Disadvantaged	83	625	41985	100	100	100	529	530	511	1	2	4	27	22	30	71	75	65	1	1	1

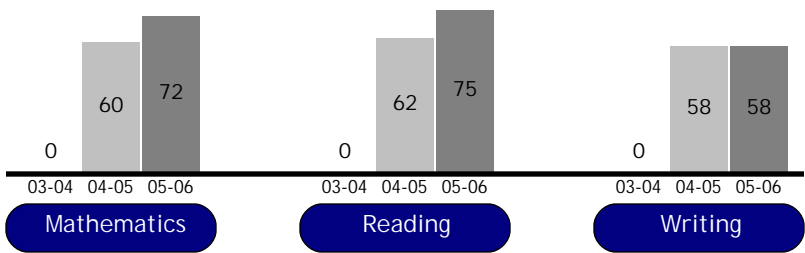
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	99	47	53	47	100	52	54	46
	Language	--	--	56	50	99	45	52	47	100	44	58	48
	Mathematics	--	--	66	64	99	52	57	50	100	59	63	52
3	Reading	--	--	NA	55	100	46	52	44	99	46	52	46
	Language	--	--	66	61	100	44	49	44	99	44	54	46
	Mathematics	--	--	64	61	100	48	54	51	99	58	58	52
4	Reading	--	--	NA	56	99	58	58	48	100	54	59	52
	Language	--	--	56	52	99	55	57	49	100	58	61	52
	Mathematics	--	--	63	61	99	60	63	53	100	65	68	58
5	Reading	--	--	NA	55	100	46	56	50	100	61	65	56
	Language	--	--	58	49	100	48	57	50	100	61	67	54
	Mathematics	--	--	71	63	100	48	56	49	100	54	63	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Dreaming Summit Elementary School

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	45.50
Other Professional Staff	2.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	14	0	0	0
4 to 6 years	10	3	0	0
7 to 9 years	5	4	0	0
10 or more years	5	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	43
Teachers with Emergency Certification.	2
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Media Center	Ü Gymnasium
Ü Computer Lab	Ü Kindergarten Center

Extracurricular Activities

Ü Student Ambassadors	Ü Computer Club
Ü PE Club	Ü After School Clubs
Ü Honor Choir	Ü Before School Tutoring
Ü Homework Club	

Social Services

Ü After School Clubs	Ü RTI Team for Special Education Support
Ü Extended Day Care Program	Ü School Psychologist
Ü Safari Health Screenings	
Ü Breakfast Program	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Dreaming Summit Elementary School achieved the Performing Plus label as measured by the State Department of Education.
- ü The Dreaming Summit PTSA is proud of its commitment to partnership with parents and the community to support the educational needs of all student. Through their combined effort, students are provided additional learning opportunities.
- ü Family Educational Nights address issues that parents have identified as areas of interest and need in supporting the educational goals of the school.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Dreaming Summit has a Schoolwide Discipline Plan. Our students are responsible for creating and maintaining a classroom environment conducive to learning. We expect students to conduct themselves in a manner bringing credit to themselves, their parents, and our school. Teachers have a positive reward system. Sexual Harassment is not tolerated. We conduct regular fire and crisis safety drills. Staff members are trained to respond to a variety of crisis situations.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	K. Vanica, Principal	(623) 547-1200
Transportation Policy	D. Gourlay, Director of Transportation	(623) 535-6070
Community Resources	K. Vanica, Principal	(623) 547-1200
School Nutrition Programs	D. Schwake, Director of Food Service	(623) 535-6000
Parent Organization	C. Bishop, PTSA President	
Student Health/Nurse	G. Spear, Nurse	(623) 547-1200

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.